UNIVERSITY OF MYSORE.

Notification No. 11182, *dated 3rd January* 1928.

The following are the detailed courses of study in the several subjects for the B.T. Degree Examination :—

1. (a) Educational Psychology.

Introductory :—

The Biological background—
The concepts of 'Evolution', 'Variation,' 'Selection,' etc.
The inheritance of mental traits and of acquired traits.
The Psychological background.
The Receptor and the Effector systems. The brain and the Central Nervous System. Some general properties of nervous reactions. The theory of the 'Conditioned reflex.'
The Ultimate Psychological Processes.
The Psychology of complex mental processes and their educational importance :—
Attention—Favourable conditions for securing 'attention.' The characteristic features of children's attention.
Sense-perception—Pre-perception and apperception, limits of educability of perceptual processes.
Imagination—Imaging and imagining, kinds of imagination, function of imagination, scope of training in processes of imagination.
Memory and Learning—Favourable conditions of learning: Learning curves and plateau stages. Transfer and Interference effects. The theory of formal discipline.
Thinking and Reasoning—Various levels of thinking. Analysis of a complete act of thought. Relation to language. Growth from childhood in respect of matter, coherence, speed, etc. Limits of educability of reasoning.
"General Intelligence"—Its distribution, relation to age, schooling, speed, language ability, parentage, size of family, etc.
Some behaviour patterns, and their corresponding emotions—herd, sex, fear, anger, appeal, 'sleep,' parental, laughter, etc.
The birth equipment of impulses, their growth, and further complications by retentive processes, sentiments and complexes.
The scope of educability of conduct, chiefly by the avoidance of accessory, slowed, negative and unnatural reactions.
Growth of *group* and *moral* consciousness in children. Moral Delinquency, its distribution, causes and remedies.

Books recommended :—

G. H. Thomson: Instinct, Intelligence and Character.
Rusk: Experimental Education.
Burt: The Young delinquent.
Watson: Psychology from the Behaviourist stand point.
Thomson, J. A.: Everyday Biology.
Crichtone-Browne: Story of the Brain.

(b) Mental and Educational Measurements.

Some simple statistical devices—
The concept of 'Chance' and the theory of the Moral curve. The Frequency curve of distribution and its smoothing. Measures of central tendency and of variability.
The Probable Error. Measures of relationships.
Theory of measurements—Extensive and intensive measurements.
Sources of error in subjective valuation.
Essentials of valid measurements.
Tests of sensory and motor capacities—
Tests of sensory acuity—Visual, auditory and tactual.
Span of apprehension—Visual and auditory.
The Dynamometer test and the steadiness test.
Tests of observation and report. Testimony value.
Tests of attention and distraction.
Tests of suggestibility.
Tests of Imagery and Imagination.
Tests of fatigue, and the features of the work curve.
Tests of memorising and of strength of association.
Economical methods of memorising—Recall *VS* Recitation.
Distribution *VS* Massing.
Whole *VS* Part.
With knowledge of errors *VS* without knowledge of errors.

Tests of Trial—and—error Learning—Muscular, Verbal and Notional.
Tests of Intellectual equipment—Vocabulary and Range of information.
Tests of 'General Intelligence'—Individual and group tests. Liagual, pictorial and performance tests.
How to frame, administer and value tests of 'General Intelligence.'
Tests of Special abilities and disabilities—Musical, Mechanical Linguistic, etc.
Tests of Aesthetic judgment.
Tests of moral evaluation.
Personality rating and character study.
Tests of ability to interpret facial expression or Social Tact.
Measurements of ability in Reading—Speed and Comprehension.
Writing—Speed, legibility, etc.
Spelling—Ayre's scale, Burt's scale.
Grammar and Composition.
Mathematics—Mechanical and Reasoning.

Books recommended :—
Whipple :—Manual of Physical and Mental Tests. 2 Vols.
Ballard :—Group tests of Intelligence.
" —New Examiner.
Burt :—Mental and Scholastic Tests.
Turner and Betts :—Laboratory Studies in Educational Psychology.
Thurstone :—Fundamentals of Statistics.

II. PRINCIPLES OF EDUCATION AND METHODS OF TEACHING PARTICULAR SUBJECTS.

A. General.

(i) The need of a theory of Education—Relation of theory to practice.
References :—1. J. Adams: The Evolution of Educational Theory. Chap. I.
2 McVannel: Outlines of a Course in the Philosophy of Education.
3. H. H. Horne: The Psychological Principles of Education. Chap. I.

(ii) The Meaning of Education—Education as the process of adjustment between the individual and the environment—unregulated and regulated adjustment—Other concepts (preparation, unfoldment and formal discipline, etc).
References :—1. J. E. Adamson: The Individual and the Environment, Chap. I.
2. J. Dewey: Democracy and Education. Chapters I-V.

(iii) The Aim of Education—The nature of an aim—General and Specific aims—Review of current aims historically and critically.
References :—1. J. Welton: What do we mean by Education? Chapters I and II.
2. M. W. Keatings: Studies in Education.
3. T. Raymont: Principles of Education. Chap. I.

(iv) The Agencies of Education—The family, the social community, the church, the State and the school—The evolution and function of the school—The nature of the school environment.
References :—1. S. N. Henderson: The Principles of Education, Part III. Chaps. 14, 15 and 16.
2. J. Welton: What do we mean by Education? Chapter V.
3. J. Dewey: Democracy and Education. Chapter II.

(v) The Function of the Teacher—Concepts of Bi-polarity and Tri-polarity. The modern views regarding the influence of the personality of the teacher—The scientific and cultural pre-suppositions of the teacher's work.
References :—1. J. E. Adamson: The Individual and the Environment, pp. 26-51 and 340-6.
2. J. Adams: Modern Developments in Educational Theory and Practice. Chaps. I and II.
3. P. B. Ballard: The Changing school. Chap. VII.

(vi) Some facts and factors affecting the development of the child—The prolongation of human infancy and its sociological and educational significance—The nature of the living organism—The increased size and complexity of the cerebral substance—The periods of development and their prominent features—Heredity (and inheritance of acquired traits) and Environment (social heredity).
References :—1. N. M. Butler: The Meaning of Education. Chapter I.
2. H. H. Horne: The Philosophy of Education. Chapter II.
3. J. Adams: The Evolution of Educational Theory. Chapter II.
4. H. H. Horne: Idealism in Education.
5. Donaldson: The Growth of the Human Brain.

B. Instruction.

I. Material.

(i) Discipline, Knowledge, Character and Utility as criteria of selection—A true standard of value as determined by the aim.

References:—1. W. G. Sleight: The Organisation and Curricula of Schools. Chap. IV.
2. J. Dewey: Democracy and Education. Chap. XIV.

(ii) The Elements of the environment and the needs of the various stages of development.

References:—1. H. H. Horne: The Philosophy of Education. Chapters IV and V.
2. N. M. Butler: The Meaning of Education. Chapter I.
3. J. J. Findlay: The Principle of Class teaching.

(iii) Curricula for Infant, Primary and Secondary grades of education.

References:—1. W. G. Sleight: The Organisation and Curricula of Schools, Chaps. V to VIII.
2. J. J. Findlay: Principles of Class teaching.
3. J. Welton: Principles and Methods of Teaching. Chap. II.

(iv) Theories of Recapitulation—The Psycho-physiological theory and the Culture Epoch theory.

References:—1. T. N. Henderson: The Principles of Education. Chap. VI.
2. F. E. Bolton: Principles of Education. Chapter IV.

(v) The scope of School studies:

References:—1. T. Raymont: Principles of Education. Chapter VII.
2. J. E. Adamson: The Individual and the Environment, Book I. Chaps. 2 and 3, Book II. Chaps. 4, 5 and 6 and Book III. Chap. 3.

(vi) Co-ordination, Correlation and Concentration:

References:—1. McMurry: Elements of General Method. Chap. IV.
2. T. Raymont: Principles of Education. Chap. X.
3. J. Dewey: School and Society.

II. Form.

(i) The nature and general principles of method. Teaching and learning processes:

References:—1. J. Dewey: Democracy and Education. Chap. XIII.
2. J. Welton: The Principles and Methods of Teaching. pp. 48-60.

(ii) Logical and Psychological methods:

References:—1. J. Dewey: How we Think. Chap. V.

(iii) The Maxims of methodical procedure.

References:—1. J. Welton: The Principles and Methods of Teaching. pp. 62-66.
2. J. Dewey: How we Think. Chaps. X and XI.

(iv) Formal Steps:

References:—1. J. Welton: Principles and Methods of Teaching. pp. 72-100.
2. J. Dewey: How we Think. pp. 202-213.
3. P. A. Barnett: Common Sense in Education and Teaching. pp. 8-19.

(v) Types of Lessons: Inductive, deductive, drill, review, appreciation and how-to-study lessons.

References:—1. L. B. Earhart: Types of Teaching.
2. Strayer: A Brief Course in the Teaching Process.
3. McMurry: How to Study.

(vi) Devices of Teaching: Exposition, Illustration, questioning, etc.

References:—1. J. Adams: Exposition and Illustration in Teaching.
2. Strayer: A Brief Course in the Teaching Process.

(vii) Modern individualistic tendencies, and methods of individual learning.

References:—1. J. Adams: Modern Developments in Educational Practice.
2. J. Adams: Educational Movements and Methods Chaps. II & III.

C. Training.

Moral Instruction and Training.

The aim of moral training.

The chief factors in moral training—(1) Corporate Life of the school, (2) Personal Influence and (3) Non-personal influence.

The corporate life of the school—School community—Mutual rights and obligations—school government—School laws and their enforcement—Rewards and punishments—their nature and kinds.—Pupil self-government.

Influence, government and discipline—Personal influence of the teacher and 'the leaders' of the group.'—Non-personal influence of the curriculum and other school activities.

The Relation of the school to other communities with kindred interests.

References:—1. Welton and Blandford: Principles and Methods of Moral Training.
2. J. Dewey: Moral Principles in Education.
3. T. Raymont: Principles of Education, Part V.
4. W. C. Bagley: School Discipline.

D. School Hygiene and Organisation.

I. School Premises and Hygiene.

School Site and buildings—play-ground—furniture—common ailments of childern and how to detect them—infectious diseases.

References:—1. Lukes and Blackman: Tropical Hygiene.
2. S. E. Bray: School Organisation, Chap. I.

II. School Organisation.

The school and its divisions—The class as a working unit—The staff—Classification of pubils—Time-tables—Examinations and Promotions—School records.

References:—1. S. E. Bray: School Organisation.
2. P. C. Wren: Indian School Organisation.

E. Special Methode.

(i) Principles of teaching Languages with special reference to English

(*a*) Aims:—

(*b*) Psychology of Language—a mode of behaviour and expression.

(*c*) Content and form of language study:—
1. The distinctive features of Poetry and Prose.
2. Elements of appreciation.
3. Expression.

(*d*) Methods of teaching English:—
1. The Direct Method.
2. The Translation Method.

(*e*) The Method of presentation in different grades of Schools:—
The Primary School.
The Middle School.
The High School.

(*f*) Methods appropriate to the teaching of the various branches of language study:—
Poetry, Prose, Grammar, Composition.

(ii) Teaching of History.

(*a*) Aims:—
1. Civic, national and international consciousness.
2. Information and search for truth.
3. Historical imagination.
4. Political insight.
5. Critical, historical and ethical judgment.

(*b*) Methods of teaching and their comparative value:—
1. The Chronological method.
2. The Retrospective method.
3. The Concentric method.
4. The Biographical method.
5. The Source method with special reference to Archæology.

(*c*) Scope and method of presentation in different grades of schools:—
The Primary School.
The Middle School.
The High School.

(*d*) Equipment necessary for teaching History.

(iii) Teaching of Geography.

(*a*) Aims:—
1. Man's adaptation to existing environment.
2. Man's reconstruction of the environment to suit his genius.

(*b*) Content of geographical study:—
1. The Phenomenal.
2. The Political.
3. The Economic.
4. The Commercial and Mathematical.
5. The achievements of man—current geographical literature.

(c) Methods of teaching :—
1. The Observational.
2. The Descriptive.
3. The Scientific.
4. The Regional.

(d) Scope and method of presentation in different grades of schools :—
The Primary School,
The Middle School.
The High School.

(e) Equipment necessary for teaching Geography.

(iv) TEACHING OF MATHEMATICS.

(a) Aims :—
1. Practical.
2. Formal.
3. Cultural.

(b) Psychology of Mathematics :—
Analysis of Number, Space and Movement.

(c) 1. Arithmetic :—
The origin and evolution of numbers and their operations; abbreviation as a method
2. Algebra :—
The Science of mathematical operations; abstraction and its correlation with symbols.
3. Geometry :—
Perception of figures, Abstraction, Analysis and Synthesis, Comparison, Logical treatment and Demonstrations; correlation of practical and theoretical geometry with a view to sequence.

(d) Unity of mathematical knowledge.

(e) Methods of teaching. Deductive and Inductive methods.

(f) The place of the concrete in the development of mathematical knowledge.

(g) Scope and methods of presentation in different grades of Schools.
The Primary School.
The Middle School.
The High School.

(v) TEACHING OF SCIENCE.

(a) Aims :—
1. Accurate knowledge.
2. Scientific attitude and habit of mind.
3. Cultural value.
Inter-relationship between different sciences.

(b) Methods of teaching :—
The scientific method of experiment, observation and inference.
The Heuristic method.

(c) The Laboratory, its equipment and management.

(d) Use of apparatus and its limitations.

BOOKS RECOMMENDED :

A. GENERAL.

1. Methods of teaching in High Schools—Parker (Ginn & Co.)
2. Psychology of High School subjects—Judd (Ginn & Co.)
3. Instruction in Indian Secondary Schools—Mackenzie (Oxford University Press).
4. Principles and Methods of Teaching—Welton.

B. SPECIAL.

Teaching of English.

1. Teaching of English—Chubb
2. Teaching of English—Carpenter, Baker and Scott
3. English Phonetics—D. Jones
4. How to study a foreign language—Jesperson
5. Teaching of English in Indian Schools—Wyatt.

Teaching of History.

1. Teaching of History and Civics—Bourne
2. Teaching and Study of History—Keatinge
3. Relation between History and Geography—H. B. George

Teaching of Geography.

1. Teaching of Geography—Barry
2. Special Methods in Geography—M. Murray
3. Teaching of Geography—A. Geikie

Teaching of Mathematics.

1. The Teaching of Elementary Mathematics—D. E. Smith
2. Teaching of Mathematics—Young
3. Teaching of Mathematics—Larslaw

Teaching of Science.

1. Scientific Method—Armstrong
2. Teaching of Physics and Chemistry—Smith and Hall
3. Teaching of Science—Brown
4. Introduction to Science—J. A. Thompson.

III. THE HISTORY OF EDUCATION AND EDUCATIONAL IDEALS.

A. WESTERN EDUCATION.

(i) *Educational Ideals and Contemporary Life*—Social, political and religious factors of civilization as determining the ideals of education. Educational reformers as exponents of educational doctrines.

(ii) *Greek Education*:—Early education in Greece. Spartan and Athenian education: their aims and ideals, content, methods and results. The new Athenian education and its ideal of progressive adjustment. Sophists and individualism. Greek educational theorists—Plato and Aristotle, their influence upon educational thought and practice. Rhetorical and Philosophical schools. The universities. The spread of Hellenic culture.

(iii) *Roman Education*:—Early Roman education and the genius of the race. Influence of Greek education. Education in the Imperial period. Quintilian's work and influence.

(iv) *Mediæval Education*:—Early Christian education. The monastic education, its ideals, content, and methods. The educational work of Charles the Great. Alcuin and his schools. Scholasticism, its purpose, content, method and influence.

(v) *Muslim Learning and Education*:—Muslim learning in Western Europe. Moorish Universities and Colleges in Spain. Averroes and Avicenna. "Brethern of Sincerity." Effect of Muslim education upon Europe.

(vi) The Rise and Progress of *Universities* and University Education.

(vii) *The Renaissance and the Humanistic Education*:—The movement in Italy and North Europe. Renaissance educators and schools. Vittorino de Feltra.

(viii) *The Reformation*:—Its relation to the Renaissance. Counter-reformation. The Jesuits and their system of education. The Port-Royalists and the Christian Brothers.

(ix) *Realism in Education*:—Three phases of its development. (1) Humanistic realism—Rabelais and Milton, (2) Social realism—Montaigne. (3) Sense-realism and the rise of scientific enquiry—Comenius and Ratke.

(x) *Formal Discipline* in Education: Locke.

(xi) *Naturalism in Education*: The conditions of the times and the rise of the movement. Rousseau's "Emile" and "education according to nature." The lines of development—the psychological, scientific and sociological movements. Spread of Rousseau's influence,

(xii) *The Psychological Movement in Education*: Two lines of thought. (1) "Development from within."—Pestalozzi, his work and influence. Froebel and his Kindergarten. (2) "Development from without." Herbart his educational theory and influence. The science of education and child psychology. Development of educational practice.

(xiii) *The Sociological Movement in Education*:—Philanthropic and religious movements in education. Charity and Sunday school movement.—the monitorial system—the infant school movement. The rise of national systems of education. Industrial training in education.

(xiv) *The Scientific Movement in Education*:—The development of natural sciences and their influence on life. H. Spencer and Huxley, their influence. Science in the curriculum.

(xv) *Present-day Tendencies in Education*:—In regard to the meaning, organisation, curriculum and method of education.

Text-Books:—1. P. Munroe: A Brief Course in the History of Education.
2. Boyd: The History of Western Education.

References:—1. F. P. Graves: A History of Education, (3 Vols.)
2. Cubberley: The History of Education.
3. Davidson: The History of Education.
4. Quick: Essays on Educational Reformers.
5. P. Munroe: A Text-book in the History of Education.

B. INDIAN EDUCATION.

1. *Ancient Indian Education*:—Literary and vocational instruction for the different class—specialisation in "Parishads."
2. *Budhistics Education*:—The nature of elementary education. Development of experimental sciences, such as medicine and chemistry. Higher Education in Universities.
3. *Muslim Education*:—Its character. Education of all classes. Development of two classes of institutions.
4. *Education during the Company Period*:—Early activities in Madras and Calcutta. The part played by missionaries and the Government. The decision of 1835 and its results. The despatch of Lord Halifax in 1854 and the foundation of the modern system. The rise of the Universities.
5. *Education under the Crown*:—The Education Commission of 1882 and the development of education till 1900. The Indian Universities Commission of 1902. The Culcutta University Commission. The creation of new Universities. Montford reforms and education. Compulsory Acts and educational control. A general review of the present system of education.

References:—1. Keay: Ancient Indian Education.
2. N. Law: Education under Mohamedan Rule.
3. Syed Mahmood: History of English Education in India.
4. H. R. James: Education and Statesmanship in India, 1797-1910.
5. Arthur Mayhew: The Education of India.

IV. SELECTED EDUCATIONAL TOPICS.

National Systems of Education.

A. INTRODUCTORY.

The 19th century and the movement for national education—A national system an expression of the national genius and suited to social 'milieu'—a vital part of the social organism—National system and the influence of historical, geographical, ethnological, political and economic factors, illustrated by the general features of the national systems of education in America, England, Germany and Japan—The aim of a national system—Reasons for studying foreign systems.

References:—1. P. Sandiford: Comparative Education; Chap. I.
2. R. E. Hughes: The Making of Citizens. Chap. V.

B. THE ENGLISH SYSTEM OF EDUCATION.

(*a*) GENERAL FEATURES.

Combination of central and local control—lack of unity and symmetry in organisation—Freedom and individualism in school methods and organisation.

(*b*) ADMINISTRATION.

(i) *Central Authority.*

The Board of Education; its origin and development, its composition and organisation. The work of the Central Office. Inspectorate, its organisation—appointments, and powers of Inspectors. The Consultative Committee and the Department of Special Inquiries and Reports.

(ii) *Local authority.*

Kinds:—Councils of Counties, County Boroughs, Municipal Boroughs and Urban Districts. Education Committees—Sub-committees. Managers.

Powers and duties of local educational authorities—Officers of L. E. A's—relation between the local and Board inspectors. School Attendance officers.

(*c*) ORGANISATION.

No real system—historical, social and other causes—Chief features:—social cleavage, absence of complete state control and variety of types.

(i) The Elementary schools:—Aim, organisation, attendance, curriculum, staff, methods and tendencies.

(ii) The Central schools:—Aim, organisation and curriculum. Difference between Central and Secondary Schools.

(iii) Secondary schools: Types: Public schools, Grammar schools, Municipal or Country secondary schools, High. schools for girls, Preparatory and Private schools—aim, organisation and curriculum. Examinations.

(iv) Technical schools: Late development—their aim and kinds: Junior trade or technical schools, technical institutions. Curriculum, staff, etc.

(v) Continuation schools: Evening schools, Day schools.

(*d*) TRAINING OF TEACHERS.

For Elementary schools:—Brief history :monitorial and pupil-teacher systems. Training Colleges and University Departments of Education. Admission qualifications, classes of students, courses of study, examinations.

For Secondary Schools:—College of Preceptors—Types of institutions recognised for this purpose. Curricula, examinations and diplomas.

(*e*) THE CHILD WELFARE MOVEMENT.

The system of medical inspection of schools and scholars—Feeding of necessitous children—Movement for play-grounds. Open air schools and sanatoria—Special schools for the defective—Nurseries, etc.

The Fisher Act of 1918 and the lines of future development.

References:—1. Cyril Jackson; Outlines of English Education.
2. B. Sandiford: Comparative Education, Chap. III.
3. Lance Jones: The Training of Teachers.

C. THE EDUCATIONAL SYSTEM OF THE UNITED STATES OF AMERICA.

1. GENERAL CHARACTERISTICS.

Decentralisation of control, diversity in organisation, lack of uniformity in method and development, and constant change. Causes briefly examined.

2. ADMINISTRATION.

National control:—The Bureau of Education. Local control:—Units of control: the School District, the Township, the County, the City and the State—the Boards of Education, their composition and officers. Present general tendency towards centralisation.

3. ORGANISATION.

Rectilineal system:—Equality of educational opportunity for all—Unified and comprehensive, free and secular.

(i) Elementary schools:—Rural and Urban. Curricula, methods, schemes of work and staff.

(ii) Secondary schools:—Their development, Grammar schools, Academics, and Public High Schools. Courses of study—curricula—internal organisation—Staff—Junior High Schools.

(iii) Technical Schools:—Rapid development, Evening schools—Day schools—Trade schools—Preparatory trade schools.

(iv) Continuation schools—aim and curriculum, etc.

4. TRAINING OF TEACHERS.

For Elementary schools:—Its beginnings—The monitorial system—State Normal Schools—Courses and curricula. Training of rural school teachers.

For Secondary schools:—Recent development—The Teachers' College movement—courses, curricula and Staff.

Further training of teachers in service:—Summar schools, Teachers' Institutes. Reading circles, Conferences, etc.

5. OTHER RECENT EDUCATIONAL MOVEMENTS.

References:—1. P. Sandiford: Comparative Education—Chap. I.
2. J. Draper: American Education.
3. S. A. Burstall: Impressions of American Education.

D. GERMAN SYSTEM OF EDUCATION.

1. GENERAL FEATURES.

Centralised control, extreme uniformity and excessive prescription. Social cleavage in organisation. Causes briefly examined. The tendency after the War.

2. ADMINISTRATION.

The Minister and his assistants. Provincial School Boards: their composition and powers—County School Boards—District and City educational authorities and officers—Inspectors: district and local.

3. ORGANISATION.

Social distinctions in organisation.

(i) Elementary schools: aim, curriculum, discipline, methods of teaching, staff, attendance—changes since the War. Mittelschule.

(ii) Secondary schools:—Aim, types: Gymnasien and Pro-gymnasien. Real-gymnasien and Real-pro-gymnasien. Oberreal-schule and Real-schule. Early specialisation and Reform schools: Altona and Frank-fort plans—curricula, methods, etc.

(iii) Vocational schools:—Complete adaptation of technical education to industrial and commercial needs—The Lower Technical or Commercial schools: courses, curricula, etc. The Middle Technical and Commercial schools:. Courses curricula, etc. Control of technical and commercial schools.

(iv) Continuation schools:—Aim, and organisation—Dr. Kerschensteiner's reforms—Curriculum, etc.

4. TRAINING OF TEACHERS.

For Elementary school teachers:—Normal institutions—Preparatory institutes. Curricula, Examinations, certificates, staff, etc.

For Secondary schools:—Rigid training—arrangements for training, admission qualifications, the seminar and the trial year—curricula and methods. Tendencies after the War.

5. MEDICAL INSPECTION AND OTHER CHILD WELFARE MOVEMENTS.

6. REVOLUTION AND THE DEMOCRATIC TENDENCIES IN EDUCATION.

References:—1. P. Sandiford: Comparative Education. Chap. II.
2. G. Kerochensteiner: The Schools and the Nation.

E. THE JAPANESE SYSTEM OF EDUCATION.

1. GENERAL FEATURES.

Centralised control. Common schools. Adaptation of western models—Causes.

2. THE WESTERNISATION OF JAPAN.

No imitation but adaptation—Factors at work.

3. ADMINISTRATION.

Central:—The Ministry of Education—The officers. Bureaus—Inspectors.
Local:—Prefectures, Sub-prefectures, Inspectors and other officers.

4. ORGANISATION.

Classification of schools—a complete and adequate system.

(i) Kindergartens:
(ii) Elementary schools: Aim, curriculum, methods, staff, etc.
(iii) Advanced Elementary schools: Aim, curriculum, etc.
(iv) Middle schools for Boys: Aim, control, curriculum, methods, staff, etc.
(v) High schools for Girls: Aim, control, curriculum, methods, staff, etc.
(vi) Higher schools for Boys: Aim, courses, curriculum, methods, etc.
(vii) Technical schools: Various grades: Technical schools of classes A and B., and higher technical institutions. Kinds: Schools of Agriculture, Engineering, Technology, Commerce and Navigation—courses and curricula—Supplementary Technical and continuation schools.

5. TRAINING OF TEACHERS.

For Elementary schools: Normal schools: Conditions of admission, curriculum, methods, staff, etc.

For Secondary schools: Higher Normal schools for men and women—courses, methods, etc.

Post-graduate courses.
Certification of Teachers.

6. OTHER EDUCATIONAL MOVEMENTS.

References:—1. Syed R. Masood: Japan and her Educational System.
2. Baron Kikuchi: Japanese Education.

The general tendencies of post-war education as manifested in the educational systems of the above countries.

References:—1. F. W. Roman: The New Education in Europe.
2. F. C. J. Hearnshaw: Educational Advancement Abroad.

B. M. SRIKANTIA,
Registrar.